



Learning the Addition Combinations (page 1 of 2)

Dear Family,

To be able to add and subtract well, students need to become fluent with the addition combinations up to $10 + 10$. In Grade 2, students learn these combinations over the course of the year. In this first number unit, students will be working to become fluent with the following three sets of combinations:

- **Make 10:** All of the combinations of 10 made with two numbers, such as $8 + 2$ and $4 + 6$
- **Plus 1 Combinations:** Any number plus one ($5 + 1$), or 1 plus any number ($1 + 8$)
- **Plus 2 Combinations:** Any number plus two ($3 + 2$), or 2 plus any number ($2 + 7$)

Students will work on other sets of combinations—Doubles ($5 + 5$), Near Doubles ($5 + 6$), Plus 10 ($3 + 10$), and Plus 9 ($3 + 9$)—in later units. We expect students to be fluent with *all* of the addition combinations to $10 + 10$ by the end of Grade 2.

Students will learn these combinations through frequent and repeated use. In school, we will be playing lots of games that help students learn particular combinations. Students will also play some of these games for homework, such as *Plus 1 or 2 BINGO* and *Make 10*. We'll also be using Addition Cards like the one below to help students learn combinations.

$$5 + 8 =$$

$$8 + 5 =$$

Clue: _____

(continued)



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Students use these cards to practice the addition combinations and sort them into two envelopes—"Combinations I Know" and "Combinations I Am Still Working On." We think a lot about ways to remember the combinations that students find difficult. For example, your child might write, "Think $5 + 5 + 3$ " as a clue for $5 + 8 =$.

$$\begin{array}{c} 5 + 8 \\ 8 + 5 \\ \text{Clue: Think } 5 + 5 + 3 \end{array}$$

In addition to using combinations frequently, students will focus on the numbers and relationships involved. That way, if students forget a combination, they can still solve the problem quickly and efficiently. For example, students might use the following ways to remind themselves of combinations:

- " $8 + 5$ is the same as $8 + 2$, which is 10, and 3 more, which is 13."
- " $7 + 9$ is like $7 + 10$, just one less. So it's 16."

Also, many students will not immediately see $7 + 9$ and $9 + 7$ as the same problem. While this seems obvious to us as adults, the idea that $7 + 9 = 9 + 7$ is one we'll be discussing a lot over the course of the year.

Again, thank you for your interest and support.